

## Belle Hall Elementary

385 Egypt Road  
Mt. Pleasant, SC 29464

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	740 Students	
<b>Principal</b>	Terri H. Nichols	843-849-2841
<b>Superintendent</b>	Dr. Maria L. Goodloe-Johnson	843-937-6319
<b>Board Chair</b>	Ms. Nancy Cook	873-760-2635

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
8	0	0	0	0

## IMPROVEMENT RATING

**EXCELLENT**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

**NO**

This school met 13 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Excellent	Good	No
<b>2004</b>	Excellent	Excellent	Yes
<b>2005</b>	Excellent	Good	Yes
<b>2006</b>	Excellent	Excellent	No

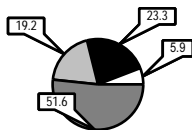
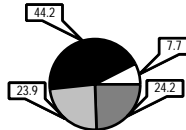
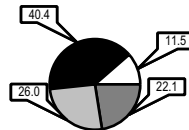
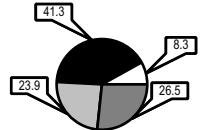
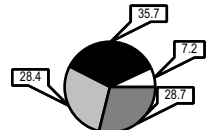
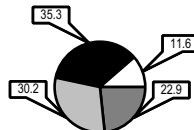
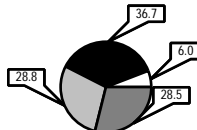
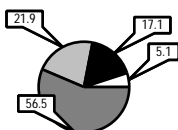
**DEFINITIONS OF SCHOOL RATING TERMS**





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

93.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	356	95.8	4.0	18.3	53.7	24.1	85.1	Yes	Yes
<b>Gender</b>									
Male	191	94.8	6.9	21.4	52.6	19.1	79.8	N/A	N/A
Female	165	97.0	0.6	14.8	54.8	29.7	91.0	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	271	97.8	1.9	15.2	56.4	26.5	90.3	Yes	Yes
African American	66	87.9	12.7	32.7	43.6	10.9	61.8	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	310	100.0	2.0	17.0	55.0	26.0	88.3	N/A	N/A
Disabled	46	67.4	25.0	32.1	39.3	3.6	50.0	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	356	95.8	4.0	18.3	53.7	24.1	85.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	350	96.0	4.0	17.6	54.2	24.1	85.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	41	80.5	16.7	40.0	36.7	6.7	43.3	I/S	No
Full-pay meals	315	97.8	2.7	16.1	55.4	25.8	89.3	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	356	95.5	4.3	24.2	25.2	46.3	80.1	Yes	Yes
<b>Gender</b>									
Male	191	94.2	6.4	20.3	23.8	49.4	79.1	N/A	N/A
Female	165	97.0	1.9	28.6	26.6	42.9	81.2	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	271	97.0	1.6	19.2	25.9	53.3	86.7	Yes	Yes
African American	66	89.4	16.4	49.1	21.8	12.7	50.9	Yes	Yes
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	0.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	310	100.0	2.7	23.7	24.7	49.0	82.7	N/A	N/A
Disabled	46	65.2	23.1	30.8	30.8	15.4	50.0	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	356	95.5	4.3	24.2	25.2	46.3	80.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	6	83.3	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	350	95.7	4.4	24.3	24.6	46.7	80.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	41	80.5	17.2	55.2	20.7	6.9	41.4	I/S	No
Full-pay meals	315	97.5	3.0	21.2	25.6	50.2	83.8	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	356	96.1	11.4	26.6	21.9	40.1	62.0
<b>Gender</b>							
Male	191	95.3	13.7	24.0	19.7	42.6	62.3
Female	165	97.0	8.8	29.6	24.5	37.1	61.6
<b>Racial/Ethnic Group</b>							
White	271	97.8	5.7	21.7	25.1	47.5	72.6
African American	66	89.4	35.5	46.8	9.7	8.1	17.7
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	0.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	310	100.0	6.7	25.7	23.3	44.3	67.7
Disabled	46	69.6	45.2	33.3	11.9	9.5	21.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	356	96.1	11.4	26.6	21.9	40.1	62.0
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	350	96.0	11.3	26.5	21.7	40.5	62.2
<b>Socio-Economic Status</b>							
Subsidized meals	41	82.9	45.9	45.9	5.4	2.7	8.1
Full-pay meals	315	97.8	7.2	24.3	23.9	44.6	68.5

<b>Social Studies</b>							
All Students	356	96.1	8.5	24.0	26.6	40.9	67.5
<b>Gender</b>							
Male	191	95.3	9.3	21.3	25.7	43.7	69.4
Female	165	97.0	7.5	27.0	27.7	37.7	65.4
<b>Racial/Ethnic Group</b>							
White	271	97.8	5.3	19.0	27.4	48.3	75.7
African American	66	89.4	21.0	46.8	22.6	9.7	32.3
Asian/Pacific Islander	9	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	0.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	310	100.0	5.0	22.7	26.7	45.7	72.3
Disabled	46	69.6	33.3	33.3	26.2	7.1	33.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	356	96.1	8.5	24.0	26.6	40.9	67.5
<b>English Proficiency</b>							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	350	96.0	8.0	24.4	26.2	41.4	67.6
<b>Socio-Economic Status</b>							
Subsidized meals	41	82.9	24.3	48.6	21.6	5.4	27.0
Full-pay meals	315	97.8	6.6	21.0	27.2	45.2	72.5

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	112	100.0	3.8	12.5	60.6	23.1	83.7
	4	121	100.0	3.5	29.6	55.7	11.3	67.0
	5	130	99.2	13.1	37.7	43.4	5.7	49.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	114	98.2	1.0	9.5	51.4	38.1	89.5
	4	108	98.1	1.9	14.6	56.3	27.2	83.5
	5	134	91.8	8.3	29.2	53.3	9.2	62.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	112	100.0	3.8	38.5	30.8	26.9	57.7
	4	121	100.0	13.9	35.7	32.2	18.3	50.4
	5	130	99.2	16.4	32.0	19.7	32.0	51.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	114	99.1	0.0	20.0	23.8	56.2	80.0
	4	108	98.1	4.9	20.4	29.1	45.6	74.8
	5	134	90.3	7.6	31.4	22.9	38.1	61.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	112	100.0	12.5	22.1	49.0	16.3	65.4
	4	121	100.0	15.7	27.8	28.7	27.8	56.5
	5	130	99.2	24.6	24.6	13.9	36.9	50.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	114	100.0	6.6	32.1	28.3	33.0	61.3
	4	108	98.1	6.7	23.8	26.7	42.9	69.5
	5	134	91.0	19.1	24.4	13.0	43.5	56.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	112	100.0	5.8	27.9	30.8	35.6	66.3
	4	121	100.0	11.3	35.7	27.8	25.2	53.0
	5	130	99.2	15.6	27.0	15.6	41.8	57.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	114	100.0	1.9	13.2	42.5	42.5	84.9
	4	108	98.1	5.7	34.3	19.0	41.0	60.0
	5	134	91.0	16.0	24.4	19.8	39.7	59.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 740)</b>				
First graders who attended full-day kindergarten	98.5%	Down from 99.1%	97.9%	100.0%
Retention rate	1.8%	Down from 2.6%	1.6%	2.8%
Attendance rate	96.7%	Down from 96.8%	97.1%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.2%	Down from 7.2%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	4.5%	Down from 7.2%	0.0%	0.0%
Eligible for gifted and talented	35.7%	Down from 36.9%	33.7%	10.4%
On academic plans	10.4%	N/AV	14.1%	33.6%
On academic probation	9.0%	N/AV	2.5%	1.0%
With disabilities other than speech	6.4%	Down from 8.4%	6.1%	7.5%
Older than usual for grade	0.9%	Down from 1.0%	0.1%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.6%	0.0%	0.0%
<b>Teachers (n= 55)</b>				
Teachers with advanced degrees	61.8%	Up from 58.0%	59.6%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	5.3%	N/A	0.7%	2.4%
Teachers with emergency or provisional certificates	1.9%	Down from 2.1%	0.0%	0.0%
Teachers returning from previous year	88.7%	Down from 89.8%	88.4%	87.3%
Teacher attendance rate	96.2%	Down from 96.5%	95.3%	94.9%
Average teacher salary	\$43,835	Up 2.4%	\$43,493	\$42,485
Prof. development days/teacher	16.0 days	Up from 15.1 days	11.3 days	13.3 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	5.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 22.2 to 1	20.6 to 1	18.6 to 1
Prime instructional time	92.2%	Down from 92.9%	90.6%	89.7%
Dollars spent per pupil*	\$5,875	Up 11.5%	\$6,034	\$6,557
Percent of expenditures for teacher salaries*	70.0%	Down from 72.5%	67.9%	64.0%
Percent of expenditures for instruction*	74.9%		70.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The information in this report card reflects PACT testing results for students in grades three through five from the Spring of 2006. School Climate Survey results from parents, teachers and students are also included. We are extremely proud of our students' performance and achievement levels on the PACT. We continue to place academics and student achievement as our first priorities. We provide a safe and nurturing environment providing character development through regularly scheduled guidance classes. Our curriculum is rigorous with challenging activities for students as they grow and stretch their minds. Belle Hall is a successful school that benefits from the hard work and determination from our students, teachers, parents and staff. We received the 2006 Palmetto Gold Award, which is based on exemplary student achievement. This is the fifth year in a row we have received this designation. We also reached our Adequate Yearly Progress goal by meeting 21 out of 21 target objectives. Many thanks to all of those who helped us attain this goal.

The mission of Belle Hall Elementary is to develop skilled, respected, independent seekers of knowledge by providing a rich, diverse, and challenging curriculum. We serve an ethnically diverse population of 762 students in grades Child Development through the 5th grade, with 78% of the population white and 22% non-white. Instructional programs include all special education services, Reading Recovery, Gifted and Talented, fine arts, computer, guidance, Accelerated Reader, chorus, handbells, and regular intervention groups for students needing academic assistance in kindergarten, first and second grades. Students may also participate on the track team, basketball team, and tennis team. Students in 2nd through 5th grades may qualify for the Gifted and Talented program. This year over 40% of our children participated in this program. We strive to maintain a low teacher-student ratio in grade 1, with less than 20 in all classes. Second and third grades maintain a 24:1 average student-teacher ratio. Less than 1% of our teachers chose to leave Belle Hall, and over 80% of our teachers hold a Master's Degree or above. Belle Hall teachers currently average 18 years of teaching experience, and three hold National Board Certification. Adequate time for teacher planning and training can at times be barriers to meeting the needs of students.

The Belle Hall journey to meet the needs of all children, enabling them to be successful, happy learners, continues.

Terri H. Nichols, Principal  
Jo Years, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	55	89	44
<b>Percent satisfied with learning environment</b>	100.0%	89.3%	95.3%
<b>Percent satisfied with social and physical environment</b>	100.0%	91.9%	95.5%
<b>Percent satisfied with school-home relations</b>	100.0%	93.1%	86.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.